



PGAs[®]
OF EUROPE

EELS SUMMARY

European Education Level
System Summary

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EELS - The PGAs of Europe European Education Level System

At the request of the membership and since 1994, The PGAs of Europe have implemented a programme of recognition for the education and training of professionals who wish to carry the title “PGA Professional”. The standard at first called the ‘Minimum Standard’ and more recently called the ‘European Standard’ has been based on the evaluation of three specific areas; curriculum (breadth and depth), delivery (quality of education materials / seminars by Tutors or Trainers) and methods of assessment (type and robustness).

Starting in 2010, The PGAs of Europe were the technical lead of a two years long project called, ‘The European Occupational Standards for Golf Project’ (GolfStand), supported by the European Commission through the Leonardo da Vinci programme. The project consortium was a combination of 16 national and EU organisations from 10 different Member States involved in the golf, wider sports and education sectors. GolfStand was developed with the main objective to produce a range of indispensable European occupational standards aimed at defining the competences, skills and knowledge needed for those working in the sector as golf professionals. Whereas the GolfStand project identified the occupational descriptors and standards for eight main occupations,

the EELS programme has pulled together those standards required by a first day qualified professional/coach and which are deemed as a necessary starting point from which the professional may further develop specialisation in one or more domains. The findings and outcomes of the GolfStand project have been used to inform The European Education Level System.

The European Education Level System (EELS) is built upon the three domains of: Teaching and Coaching (T&C) - The Game (TG) - The Industry (TI), uses 25 of the standards identified by GolfStand and replaces the current recognition programme.

Recognition:

This document clearly identifies, the Learning Outcomes (LOs) required for a programme of education, to qualify for one of the three recognitions in EELS and are in order of highest achievement. The name of the member country should be clearly identified in the titles given. For ease of reading we have temporarily used the generic name, 'XYZ'.

PGA Qualified Professional Education Programme:

A Member Country, providing evidence to The PGAs of Europe that their programme prepares and assesses students against all 72 Learning Outcomes as identified in this document, will be able to apply for the title of "PGA of XYZ Qualified Professional Education Programme".

PGA Qualified Coach Education Programme:

A Member Country, providing evidence to The PGAs of Europe that their programme prepares and assesses students against the Learning Outcomes 1-25, as identified in the Teaching and Coaching domain, together with the Learning Outcomes found in IPE numbered, 28-30, 32-33 and 67-68, will be able to apply for the title of "PGA of XYZ Qualified Coach Education Programme".

PGA Initial Professional Education Programme:

A Member Country, providing evidence to The PGAs of Europe that their programme prepares and assesses students against all 13 IPE Learning Outcomes as identified in this document, will be able to apply for the title of "PGA of XYZ Initial Professional Education Programme".

In the pages that follow you will find all the Standards, Learning Outcomes, the Level relating to the complexity of the Learning Outcome, (level one being the simplest and level six being the most demanding). Furthermore, you will be able to find a section for each Standard, which describes what the standard is about, states the Learning Outcomes, offers Recommended Methods of Assessment and Suggested Curriculum.

Finding Your Way Around this Document

This section is designed to help you map your current Professional Education Programme against The PGAs of Europe ‘European Education Level System’ (EELS). This four step process will help you to work through your programme and clearly identify if you have content which meets the requirements of the EELS Learning Outcomes, for each of the three domains. Even though the wording of the EELS Learning Outcomes, may be different from those which you use in your programme, your nominated PGAs of Europe Assessor will work together with you to complete this document and to agree a close match.

You will see that there are three tables below, one each for:

- The 25 Learning Outcomes required for the Teaching & Coaching domain (LO1-LO25).
- The 13 Learning Outcomes required for The Game domain (LO26-LO38).
- The 34 Learning Outcomes required for The Industry domain (LO39-LO72).

Additionally there is one table for Initial Professional Education (IPE) which identifies 13 selected Learning Outcomes from the three domains.

Under each domain name there are a number of different standards. You will see in the Teaching & Coaching domain that there are eight standards, T&C 1-8, in The Game domain you will find five standards, TG 1-5 and in The Industry domain you will find twelve standards TI 1-12.

You will also find the following headings are used in the document:

Heading	Meaning
Standards	Are the overarching heading for a topic
Ref	Is the number of the individual Learning Outcome for reference purpose
Learning Outcomes	Is a description of the specific Learning Outcome
Indicators of Competence	Actions from which a trainee may evidence competence
Level 1-6	Is a guide to the level of thinking skills required
Where is this in your programme?	Is where analysis of your Professional Education Programme will start

When looking at the summary of Learning Outcomes in the tables below you will see one column heading titled, “Level 1-6”. These levels have been adapted from Blooms Taxonomy of Critical Thinking. Bloom advises that one cannot understand a concept if it is not first remembered, similarly a trainee will not be able to apply their knowledge if they do not understand it, and so it continues. Effectively Bloom developed a continuum which starts with Lower Order Thinking Skills (LOTS) and progresses to Higher Order Thinking Skills (HOTS).

Throughout a programme of education we expect to see a change in a trainees level of competence and thinking skills. It should be evident that a trainee moves from the LOTS commonly found in the first year of an education programme to the HOTS which we would expect to find by the time final assessment takes place.

The table below Level 1 indicates the lowest level and Level 6 the highest level of thinking skills. Those words highlighted in bold below are used within the 72 Learning Outcomes which make up the EELS.

Level	Thinking Skill	Description
6	Evaluation	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria. Action verbs typically used to construct Learning Outcomes for level 6. Argue - Assess - Critic- Defend - Determine - Estimate - Evaluate - Examine - Grade - Invent - Judge - Justify - Plan - Produce - Rank - Rate - Recommend - Regulate - Review - Test
5	Synthesis	Compiling information together in a different way by combining elements in a new pattern or by proposing alternative solutions. Critiquing, testing and monitoring are essential to synthesis. Action verbs typically used to construct Learning Outcomes for level 5. Assemble - Build - Combine - Construct - Create - Design - Develop - Formulate - Generalise - Hypothesise - Integrate - Merge - Originate - Organise - Plan - Prepare - Prescribe - Produce - Propose - Synthesise - Theorise
4	Analysis	Examine and deconstruct the whole into component parts. Looking deeply into the individual parts to find common trends, compare, organise or re-organise before bringing the parts back to the whole. Make inferences and find evidence to support generalisations. Action verbs typically used to construct Learning Outcomes for level 4. Analyse - Articulate - Categorise - Classify - Compare - Construct - Critique - Detect - Differentiate - Distinguish - Divide - Examine - Group - Identify - Illustrate - Investigate - Outline - Practice - Question - Reflect - Research - Separate - Summarise - Transform
3	Application	Use of new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules. Action verbs typically used to construct Learning Outcomes for level 3. Administer - Apply - Assist - Calculate - Communicate - Complete - Conclude - Conduct - Contribute - Demonstrate - Discover - Employ - Illustrate - Implement - Install - Interpret - Market - Modify - Operate - Prepare - Produce - Process - Promote - Relate - Repair - Select - Sell - Show - Solve - Transfer - Utilise
2	Comprehension	Understanding the main areas of a concept, so that they can be articulated, summarised, explained or compared. Action verbs typically used to construct Learning Outcomes for level 2. Associate - Characterise - Classify - Compare - Conclude - Contrast - Describe - Differentiate - Discuss - Distinguish - Explain - Express - Identify - Interpret - Predict - Recognise - Rephrase - Restate - Rewrite - Summarise - Translate
1	Knowledge	Memory of previously learned materials by recall of facts, terms, data, basic concepts and answers. Action verbs typically used to construct Learning Outcomes for level 1. Count - Define - Distinguish - Duplicate - Indicate - List - Name - Observe - Quote - Recall - Recite - Recognise - Record - Repeat - Review - State - Write

A Four Step Process to Mapping

Step 1:

Decide which level of recognition you would like to apply for. It is the prerogative of all Member Countries to assess what they feel is relevant to their current and future membership against the backdrop of market influences present in their territory. If you feel that IPE is the most suitable level of recognition, then fast forward to the IPE Learning Outcomes which can be found on pages 16-17. If you wish to apply for PGA Coach recognition, then you should consider the learning outcomes 1-25, 28-30, 32-33 and 67-68 and for PGA Professional recognition you should consider all 72 Learning Outcomes contained in the following pages.

Step 2:

To give an example of how to map then we suggest that you start by consulting the Teaching & Coaching domain. First read the standard, in this case we will use T&C 2 - Plan Golf coaching sessions. Here you will find three different but interconnecting Learning Outcomes. If you already know where the content is located in your programme, then please complete the column, “Where is this in your programme ?”, and move onto the next standard. If you are unable to do so then please move onto step 3.

Step 3:

If it is not immediately obvious to you what is required, then take a look at page 18 onwards where you will find under the heading: “What this standard is about”, more detail which may help you to better understand the type of content required.

You can then take a look at each of the Learning Outcomes in turn, so for example: LO5 - Collect and analyse information about Golf participants. You will see that there are some indicators of competence for each Learning Outcome, which effectively breaks down the Learning Outcome into even more detail.

In this case the indicators of competence for LO5 are:

- Collect relevant information using appropriate methods of initial assessment.
- Undertake performance analysis with Golfers.
- Analyse the information and identify the Golfers’ needs and implications for planning the Golf coaching sessions.
- Identify the skills of Golf to be developed.
- Identify physical, psychological and social factors which may affect the acquisition of the skills of Golf.

By this stage you will probably have a good idea of where to look in your Professional Education Programme. If now you know where the content is located in your programme, then please complete the column, “Where is this in your programme ?”, and move onto the next standard. If you are unable to do so then please move onto step 4.

Step 4:

If you do not feel that your content is sufficient to help your trainees to meet LO5, then there is further help on page 18 onwards. There you will find a “Suggested Curriculum Outline”, which identifies several “Knowledges” related to the standard T&C 2. In this case 18 specific knowledges have been identified which together fulfil the content needs for Learning Outcomes LO5-LO7.

Going through this step will help you to make a final check of your programme materials such as manuals, recommended reading and seminar notes.

If at this stage you know where the content is located in your programme, then please complete the column, “Where is this in your programme ?”, and move onto the next standard. If you are unable to do so then make a note in the column that you need some advice on the specific Learning Outcome and refer it to either your nominated PGAs of Europe Assessor or to The Director of Education for The PGAs of Europe.

TEACHING & COACHING			
T&C 1	Contribute to the development and implementation of policies and procedures for safeguarding children and young people in Golf.		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO1	Research and keep up to date with national requirements, standards and good practice from relevant organisations	4	
LO2	Organise and process the information collected to help develop safeguarding policies and procedures	5	
LO3	Compare the organisation’s performance with plans, targets and any new requirements or recommendations	4	
LO4	Identify areas where improvements and updates could be made	2	
T&C 2	Plan Golf coaching sessions		
LO5	Collect and analyse information about Golf participants	4	
LO6	Select goals for the Golf coaching session	3	
LO7	Select and plan activities for the Golf coaching session	5	

T&C 3	Organise the Golf coaching environment		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO8	Prepare resources and facilities for Golf coaching sessions	3	
LO9	Prepare and maintain a safe environment for Golf coaching	3	
T&C 4	Conduct effective Golf coaching sessions		
LO10	Conduct a thorough and appropriate intake of the Golfer before commencing the coaching session	3	
LO11	Analyse the technical skills of golf and prepare for application by the golfer on the course	4	
LO12	Analyse the on course skills of golf	4	
LO13	Conduct drills, activities and / or games to teach or develop the skills of Golf	3	
LO14	Conclude Golf coaching sessions	3	
T&C 5	Evaluate Golf Coaching		
LO15	Evaluate participant performance	6	
LO16	Evaluate Golf coaching sessions	6	
LO17	Monitor and evaluate the Golf coaching process	6	
LO18	Evaluate the Golf coaching programme	6	

T&C 6	Develop and maintain effective working relationships with Golfers		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO19	Evaluate participant engagement	6	
LO20	Communicate effectively with Golfers and other people	3	
T&C 7	Assist Golfers to prevent and manage injury		
LO21	Assist Golfers to minimise the risk of injury	3	
LO22	Assist Golfers to manage and recover from	3	
T&C 8	Manage and develop Golf coaching practice		
LO23	Evaluate previous coaching sessions and feedback against current Golf coaching practice	6	
LO24	Reflect on current Golf coaching practice, identify areas to further develop, prepare a personal action plan and take part in such development activities	4	
LO25	Review the regulations and requirements for participants in Golf in relation to, the local Golf facility and the wider ruling authorities	6	

THE GAME

THE GAME			
TG 1	Manage risk and ensure safety at a Golf event		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO26	Plan for the health and safety of Golf event participants, staff, spectators and others involved in the event	5	
LO27	Assist in the management of a Golf event, with specific responsibility for participants, staff, spectators and others involved in the event	3	
TG 2	Manage the format and results of a Golf event		
LO28	Prepare criteria for participation in a Golf event	3	
LO29	Plan and implement the format for a specified competition or event	5	
LO30	Record and process the results of a specified competition	3	
TG 3	Interpret and apply the rules in a Golf event		
LO31	Observe and critique play	4	
LO32	Interpret and apply rules and etiquette in accord with the spirit of the game	3	
TG 4	Ensure the health, safety, welfare and security of customers and staff		
LO33	Identify hazards and assess risks to health, safety and security	2	
LO34	Contribute to developing and maintaining normal and emergency operating procedures	3	
LO35	Contribute to maintaining and improving procedures for the protection of vulnerable participant	3	

TG 5	Manage risk and ensure safety at a Golf event		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO36	Promote the key benefits of being involved in Golf	3	
LO37	Prepare and monitor membership systems	3	
LO38	Research , monitor and respond to patterns of recruitment and leaving	4	

THE INDUSTRY

TI 1	Assist with implementing strategy for Golf operations		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO39	Monitor the internal & external environments, identify key issues, opportunities and threats	2	
LO40	Contribute to strategic planning and decision making relevant to their area of responsibility and provide reports to relevant stakeholders	3	
TI 2	Develop productive working relationships with colleagues		
LO41	Demonstrate ability to create trust between colleagues	3	
LO42	Interpret difficult situations and conflicts of interest	3	
LO43	Practice good working relationships with colleagues	3	
LO44	Explain the rules, regulations, standards and codes of practice of the working environment	2	
TI 3	Support the efficient use of resources		
LO45	Propose recommendations for the use of resources	5	
LO46	Contribute to the control of resources	3	
TI 4	Manage a project		
LO47	Agree objectives with stakeholders and sponsors, prepare a project plan and identify the key objectives threats	5	
LO48	Implement the plan	3	

LO49	Evaluate the success of the project	6	
TI 5	Build understanding of the market and customers of the Golf business		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO50	Recognise the market for products and services	2	
LO51	Interpret information on customers and competitors, the principles of cost benefit analysis and recognise the need for competitive advantage	3	
LO52	Identify methods for gaining customer feedback and analyse and assess data, drawing conclusions	4	
TI 6	Sell Golf products or services face to face		
LO53	Analyse products against customer requirements and manage a range of customer behaviours	4	
LO54	Complete closing the sale satisfactorily and establish competitive practices and follow up after sale	3	
LO55	Characterise the difference between pro and re-active selling	2	
TI 7	Plan, market and sell services		
LO56	Plan , marketing and sales	5	
LO57	Market services	3	
LO58	Sell services directly to clients	3	
LO59	Demonstrate appropriate follow up to marketing and client enquiries	3	

TI 8	Manage the achievement of customer satisfaction in the Golf business		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO60	Perform customer satisfaction monitoring and plan to improve customer satisfaction	5	
LO61	Understand best practice in customer service and articulate the difference between customer service and satisfaction	4	
TI 9	Work with others to improve customer service		
LO62	Develop and improve customer services by working with others	5	
LO63	Analyse team performance when improving customer service	4	
TI 10	Promote equality and diversity in the Golf business		
LO64	Identify issues of equality and diversity that impact on communities	2	
LO65	Ensure and show that equality and diversity are integrated into the delivery of Golf services	3	
TI 11	Manage own career in Golf		
LO66	Explain the need for a career development plan and review own performance by self reflection and through seeking feedback	5	
LO67	Identify personal development activities which will move them along their intended career trajectory	2	
LO68	Evaluate how to progress and develop performance	6	

TI 12	Establish and manage own business in a Golf facility		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO69	Identify elements of the business plan	2	
LO70	Prepare the business plan	2	
LO71	Prepare strategies for minimising risks	2	
LO72	Propose strategies to facilitate access to Golf facilities	5	

IPE

T&C 3	Organise the Golf coaching environment		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO8	Prepare resources and facilities for Golf coaching sessions	3	
T&C 4	Conduct effective Golf coaching sessions		
LO10	Conduct a thorough and appropriate intake of the Golfer/s before commencing the coaching session	3	
LO11*	Analyse the technical skills of golf and prepare for application by the golfer on the course	4	
LO12	Analyse the on course skills of golf	4	
LO14	Conclude Golf coaching sessions	3	
T&C 5	Evaluate Golf Coaching		
LO15*	Record and analyse Golfer performance to establish future training activities. (Indicators 1-6)	4	
TG 2	Manage a project		
LO28	Prepare criteria for participation in a Golf event	3	
LO29*	Implement the format for a specified competition or event	3	
LO30	Record and process the results of a specified competition	3	

TG 3	Interpret and apply the rules in a Golf event		
LO32*	Interpret and apply the rules and etiquette in accord with the spirit of the game	3	
TG 4	Ensure the health, safety, welfare and security of customers and staff		
Ref	Learning Outcomes	Level 1-6	Where is this in your programme?
LO33	Identify hazards and assess risks to health, safety and security	2	
TI 11	Manage own career in Golf		
LO67	Identify personal development activities which will move them along their intended career trajectory	2	
LO68	Evaluate how to progress and develop performance	6	

* This is a modified Learning Outcome taken from the original found within the relevant standard.



Teaching & Coaching [T&C]

Teaching & Coaching - T&C 1

[A12 GolfStand]

Contribute to the development and implementation of policies and procedures for safeguarding children and young people in Golf.

What this standard is about:

This standard covers the main aspects of developing and implementing policies and procedures that safeguard children and young people who participate in Golf. This area of work is often known as Child Protection. Golf can play a major part in the lives of many children and young people. Whatever their level of involvement, it is important that all children and young people can participate and compete in a Golf environment which keeps them safe from harm and abuse. Federations, clubs and other Golf organisations have an important responsibility for this.

Learning Outcomes: by the end of this standard the trainee will be able to:

L01 - Research and keep up to date with national requirements, standards and good practice from relevant organisations

L02 - Organise and process the information collected to help develop safeguarding policies and procedures

L03 - Compare the organisation's performance with plans, targets and any new requirements or recommendations

L04 - Identify areas where improvements and updates could be made

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO1		LO1 & LO2 & LO3 & LO4	LO1 & LO2 & LO3 & LO4
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Policies, procedures and systems around the subject of safeguarding children; prevention of abuse, codes of practice and behaviour, equity, education and training, access to advice and support, implementation and monitoring.
- K2:** The legal requirements covering safeguarding and protecting children and young people as they apply to Golf organisations.
- K3:** Definitions of child abuse, safeguarding and child protection: behaviour that's harmful to children and young people, indicators of abuse and definitions of abuse.
- K4:** The importance of safeguarding and protecting children and young people for ethical sporting practice.
- K5:** Key sources of information on safeguarding.
- K6:** Why it is important to ensure policies and procedures are supported by their organisation and its constitution.
- K7:** The specific job roles of people in their organisation who need information, what types of information each needs and how to present this information clearly.

Teaching & Coaching - T&C 2

[R21 GolfStand]

Plan Golf Coaching Sessions

What this standard is about:

This standard is about working with Golfers to analyse their current and potential Golf performance, needs and aspirations and plan appropriate Golf coaching sessions. Planning and preparation are essential to successful Golf coaching sessions. It is important to analyse the Golfers' past and current participation and performance, identify the Golfers' stage of development and agree appropriate goals and activities. The Golfer must be at the centre of this process.

Learning Outcomes: by the end of this standard the trainee will be able to:

L05 - Collect and **analyse** information about Golf participants

Indicators of competence may include:

- Collect relevant information using appropriate methods of initial assessment.
- Undertake performance analysis with Golfers.
- Analyse the information and identify the Golfers' needs and implications for planning the Golf coaching sessions.
- Identify the skills of Golf to be developed.
- Identify physical, psychological and social factors which may affect the acquisition of the skills of Golf.

L06 - **Select** goals for the Golf coaching session

Indicators of competence may include:

- Identify and agree goals for Golf coaching sessions with the Golfer/s.
- Ensure session goals are consistent with the overall aims of the Golf coaching programme.

LO7 - Select and **plan** activities for the Golf coaching session

Indicators of competence may include:

- Identify activities for each session that will motivate the Golfer/s and achieve the planned goals.
- Plan for fun and enjoyment in the sessions.
- Plan for a balance of Golf instruction, activity and discussion within the sessions.
- Identify the resources needed for each coaching session and match with the availability of necessary facilities.
- Select activities to improve the skills of Golf - putting, chipping, pitching, bunker play, full swing, and on course situations.
- Identify appropriate teaching methods and coaching styles to develop the skills of Golf.
- Identify the information which should be collected to evaluate sessions.
- Carry out a risk assessment for planned activities.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO5 & LO7	LO5 & LO6	LO5 & LO6	LO5, LO6 & LO7
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Relevant coaching resources from the National PGA / Federation or other coach related organisations.
- K2:** Types of learning and coaching styles.
- K3:** Fun and enjoyment in the sessions and their impact on the learning process of the activities in the sessions.

- K4:** The stages of development and how they affect Golf coaching sessions.
- K5:** Types of information which can be collected from Golfers to include: experience, stage of development, impairments, medical conditions, aims of the overall programme, learning styles, evaluations, action plans of previous sessions and Golf facilities needed for the sessions.
- K6:** How to use different methods of initial assessment with Golfers to include physical and technical screening, interview, observation and the review of previous coaching notes or digital media.
- K7:** How to analyse information and identify the implications for the Golf coaching sessions and the Golfers.
- K8:** The definition, role, purpose, technology and benefit of performance analysis in the coaching process.
- K9:** The process of interpreting and using analysis information to inform Golf coaching practice and coaching activities to bring about improvement.
- K10:** Types of goals that Golfers can have including: improved skills and techniques, improved tactical ability, fun and enjoyment, improved score performance, eg: Golf handicap.
- K11:** The purpose of goal selection – to motivate, to inform, to create a learning environment and the link to improved performance.
- K12:** How to plan Golf coaching sessions for both individuals and groups.
- K13:** Types of resources required for Golf coaching sessions to include: environment, Golf equipment, personal clothing and equipment, support from other staff, teaching aids and technological devices, eg, computer aided swing analysis / digital recording, ball launch monitor / biofeedback 3D motion capture / force plates and a range of training aids including charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts.
- K14:** How to identify activities that will help the Golfers to achieve the goals you have set.
- K15:** How to plan and take account of the type, intensity, duration and sequencing of activities appropriate to Golfers.
- K16:** Plan for a balance of activities, instruction and discussion.
- K17:** How to plan Golf coaching sessions for Golfers with a disability.
- K18:** How to plan for evaluation of the Golf coaching session.

Teaching & Coaching - T&C 3

[R22 GolfStand]

Organise the Golf coaching environment

What this standard is about:

This standard is about preparing the Golf coaching environment. Coaching involves providing a safe and ethical environment where a Golfer is able to maximise their potential within Golf. For Golfers to achieve their potential, they must learn in an environment that is safe, supportive and free from distractions.

Learning Outcomes: by the end of this standard the trainee will be able to:

L08 - Prepare resources and facilities for Golf coaching sessions

Indicators of competence may include:

- Organise the Golf facility and resources in a way that is appropriate for planned Golf coaching sessions and for participants.
- Ensure the coaching environment is safe, appropriate and conducive to learning for all Golfers.
- Make sure other people involved in the session have the information they need.
- Assist with the development of the facility in relation to improving the coaching environment.

L09 - Prepare and maintain a safe environment for Golf coaching

Indicators of competence may include:

- Make sure Golfers and others have the necessary information about health and safety requirements for the session and relevant emergency procedures.
- Ensure all Golf equipment and facilities meet health, safety and other legal requirements.
- Take account of conditions and external influences.
- Identify possible hazards and assess the likelihood of hazards causing harm.
- Implement planned procedures for managing risk during the sessions.
- Follow organisational health and safety requirements.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO8 & LO9	LO8 & LO9	LO8 & LO9	LO8 & LO9
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** How to prepare a range of resources for Golf coaching sessions which can include the Golf facility for the sessions, Golf equipment for the sessions, personal clothing and equipment, support from other staff, teaching aids and technological devices, eg, computer aided swing analysis/digital recording, ball launch monitor / biofeedback 3D motion capture / force plates and a range of training aids including charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards and shafts.
- K2:** The correct procedures associated with preparing Golf resources – checking the resources, correct lift and handling techniques, correct set up and arrangement of resources.
- K3:** How to make sure different environments are safe, appropriate and conducive to learning including the Golf course, driving range or other appropriate spaces.
- K4:** Other people involved in the Golf coaching process who can include coaching staff, support staff, facility staff, parents/carers.
- K5:** How to prepare the Golf coaching environment for both individuals and groups.
- K6:** Typical hazards which can relate to activities in Golf coaching sessions: other activities happening at the same time, equipment, the physical environment in which the sessions will take place, competence of staff involved, Golfer behaviour, Golfer special needs and medical conditions.
- K7:** Conditions and external influences which can affect Golf coaching sessions: environmental/weather conditions, Golf course access, cost to participate, e.g., green fees, specialised equipment and clothing, course condition.

- K8:** Health and safety requirements which can relate to the Golf coaching process, including: teaching bay and range organisation, personal equipment and Golf etiquette.
- K9:** The requirements for health and safety that are relevant to the activities which are being planned.
- K10:** Correct equipment and clothing for Golf.
- K11:** How to structure the programme to prevent injury – warm up, cool down, skill activities delivered to suit the physical readiness of the Golfer.
- K12:** How to revise session planning to minimise any risks due to – the environment, Golfers, emergency, external influences.
- K13:** How to communicate to Golfers and other people the necessary health and safety information.

Teaching & Coaching - T&C 4

[R23 GolfStand]

Conduct effective Golf coaching sessions

What this standard is about:

This standard is about directly coaching Golfers. The participant comes to the Golf professional because they want to improve their Golf performance. The professional's role is to use their expertise to assist this process. This involves the thorough preparation of the Golfer, giving clear instructions, explanations and demonstrations of the skills and techniques of Golf, giving the opportunity to practice these and correcting what they do, with clear and positive feedback. Golf coaching sessions must take account of the participants' stage of development as well as being relevant to the phase of the overall Golf coaching programme. It is important that the coach ensure that the Golfer is at the centre of the process. This standard covers individuals and groups.

Learning Outcomes: by the end of this standard the trainee will be able to:

L010 - Conduct a thorough and appropriate intake of the Golfer/s before commencing the coaching session

Indicators of competence may include:

- Meet Golfers punctually and make them feel welcome and at ease.
- Check the Golfers' level of experience, ability and physical and mental readiness to participate.
- Make sure Golfers have the appropriately fitted golf equipment.
- Make sure Golfers have the appropriate clothing.
- Deliver warm-up activities appropriate to the session and the Golfer/s.
- Assess Golfer readiness to perform the skills of Golf.
- Confirm and revise plans for the session, if necessary.
- Explain and agree the goals which the Golfer/s aim to achieve.
- Provide safety instructions, e.g. what they should and should not do, when to swing a Golf club, the hitting line, the clothing that they should wear, issues around swinging the club, and gathering balls after hitting.

L011 - Analyse the technical skills of golf and prepare for application by the golfer on the course

Indicators of competence may include:

- Identify the ball flight and link back to impact factors and pre-swing factors.⁽¹⁾
- Identify and document Golf swing movement from a bio-mechanical perspective and link to ball flight laws. Consider swing principles and
- Preferences in the context of Golf skills and their influences.
- Identify cause and effect relationships and document their relationship to error identification and correction.
- Identify the Golf swing and its purpose by breaking the swing into components, of pre-swing (set-up), backswing and forward swing fundamentals.
- Identify observable body movements for each stage of the swing in priority of importance and options to performance of the swing in regards to pre-swing and in-swing fundamentals.
- Identify variances in swing mechanics for an extensive variety of shot types required for on course application.
- Explain swing fundamentals in terms of their effect on the ball flight laws, (along with swing principles and Preferences) and their application in the golf course situation.
- Evaluate a variety of techniques of the skills of Golf in simulated golf course situations.
- Use appropriate technological aids to assist in the assessment of technique including but not exclusively, video assessment and computer enhanced assessment systems.
- Detect patterns of errors, by use of round analysis charts and statistical results.

Note: L011: number 1 applicable to a modified IPE Learning Outcome

L012 - Analyse the on course skills of golf

Indicators of competence may include:

- Correct observation of the players disposition.
- Delivery of clear instruction on the scoring systems and game formats in available in golf.
- Explain the golf handicap system to new players.
- Identify the tactical, mental, physical, technical and emotional skills of golf.
- Encourage and assist golfers to prepare an appropriate game plan for their level of skill.
- Give golfers an accurate summary of your on course observations and check for understanding.

L013 - Conduct drills, activities and or games to teach or develop the skills of Golf

Indicators of competence may include:

- Provide Golfers with information about the planned activities and how these support their goals.
- Select and use methods of motivating the Golfers.
- Balance the needs of individuals and groups where relevant.
- Check the Golfers' understanding of instructions and give them the opportunity to ask questions.
- Select teaching methods and coaching styles to match the Golfers readiness to learn the skills of Golf and the equipment available.
- Allocate sufficient space and resources for the drills, activities and or games.
- Deliver drills, activities and or games to increase consistency and reliability and deliver accuracy.
- Deliver relevant and technically correct information, explanations and demonstrations to conduct drills, activities and or games for Golf.
- Use appropriate teaching aids and technological devices to supplement presentations and to assist in diagnosis of errors and their correction.
- Place emphasis on practical involvement when adjusting and refining skills on an individualised basis.
- Observe the Golfers drills, activities and or games to ensure they are conducted in accordance with the safety considerations and accepted good practice of Golf.
- Observe players and recognise when and how intervention should take place to improve individual skill performance.
- Observe and analyse Golfers skill execution and apply a range of correction techniques to all learning stages and player ability levels.
- Apply specific and appropriate correction techniques to improve skill execution on an individualised and or group basis, dependent upon the Golfers learning style.
- Undertake observation with minimal disruption to the flow of the drills, activities and or games.

L014 - Conclude Golf coaching sessions

Indicators of competence may include:

- Allow sufficient time to end the session.
- Deliver cool down activities appropriate to the session and Golfers.
- Encourage the Golfers to give feedback and identify further needs.
- Give the Golfers an accurate summary of your feedback on the session and check for understanding.
- Make sure the Golfers have the information they need about the sport/activity and future opportunities to take part.
- Follow the correct procedures for checking and dealing with any equipment used.
- Leave the environment in a condition acceptable for future use.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO11	LO10, LO11, LO12, LO13 & LO14	LO10, LO11, LO12, LO13 & LO14	LO12
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** How to place the Golfer at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process, always starting with the identification and recognition of the Golfer's needs and should aim to address those needs via their Golf coaching.
- K2:** How to empower Golfers, supporting their rights to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- K3:** How to provide opportunities and an environment that motivates, recognises and values diversity, controls risk, offers challenge, enjoyment and achievement.
- K4:** How to grow Golfer's confidence and self esteem.
- K5:** How to integrate the roles of supporting personnel (e.g. Nutritionist, Psychologist, Physician, Physiotherapist, Physiologist) and utilise golf structures for identifying support, including recognition of when to refer issues to specialists.
- K6:** How to act as a role model by maintaining the highest standards of personal conduct and projecting a favourable image of Golf.
- K7:** The integration of decision making techniques within Golf coaching practice including – decision making models and their relevance to the coaching environment. Making decisions associated with the task/environment/Golfer/coach, awareness of counterarguments, reflection on decisions made.
- K8:** The principles of skill development.
- K9:** Factors affecting skill development including: environmental, physiological, psychological and biomechanical constraint.

- K10:** Definitions of skill co-ordination, motor skill learning, skill acquisition, skill retention and skill transfer.
- K11:** Methods of analysis; Definition of performance analysis and the role, purpose and benefits of performance analysis, the process of interpreting and using analysis information to inform Golf coaching practice, identification of movement patterns; body segment measurement; efficiency of movement; analysis techniques – video, photo, computer modelling.
- K12:** Feedback: intrinsic; extrinsic; knowledge of results; knowledge of performance; frequency; accuracy, timing and nature.
- K13:** Assessing and responding to situations: anticipation; experience; short and long term memory; learning; decision making; response time, movement time and anticipation.
- K14:** Executing and controlling movement: error detection and correction.
- K15:** Information processing – sensory input, perception, decision making, motor output, feedback models, social facilitation.
- K16:** The rules/regulations of Golf appropriate to the level of Golfer.
- K17:** The history, traditions and spirit of the game and Golf etiquette.
- K18:** How to interpret and communicate the rules/regulations of Golf.
- K19:** The Golf handicap system and how to score and process results.
- K20:** Golf game formats: Stroke play, Match play, Four-ball best ball, Foursomes and mixed Foursomes.
- K21:** Demonstrations, type of demonstrations, use and purpose of demonstrations, which encourage learning.
- K22:** Instruction, type of instructions, use and purpose of instructions that encourage learning.
- K23:** How to structure instruction, facilitation and demonstration.
- K24:** How to structure verbal and non-verbal communication that is appropriate to the Golfer.
- K25:** Facilitation, type of facilitation, use and purpose of facilitation.
- K26:** How to use appropriate questioning techniques to improve performance.
- K27:** The importance of listening skills in the communication process.
- K28:** Feedback principles and practice – including; the purpose of receiving feedback from the Golfer and ways of receiving feedback from the Golfer.

- K29:** How to deal with individual needs in groups (differentiation).
- K30:** How to identify and organise group work activities.
- K31:** How to identify and manage group dynamics.
- K32:** The principle of behaviour management.
- K33:** Control and identification of ball flight.
- K34:** Factors associated with accuracy, distance, direction and spin.
- K35:** Golf terminology: appropriate Golf terms and their definitions.
- K36:** Impact factors.
- K37:** Pre-swing factors and the effect on in-swing factors.
- K38:** In-swing factors: Movement of the body.
- K39:** In-swing factors: Movement of the club.
- K40:** Kinematic chain, centre of pressure, X-factor and X-factor stretch.
- K41:** Laws, principles and preferences.
- K42:** Mental game factors: concentration, visualisation, emotional control etc.
- K43:** Tactics and playing strategy.
- K44:** Planning tournament play.
- K45:** The skills of Golf in order to teach these skills to others.
- K46:** The cause and effect relationships in the skills of Golf.
- K47:** Golf terminology and its application to the skills of Golf.
- K48:** Drills, activities and games to teach the skills of Golf.

- K49:** Relevant equipment and safety requirements for safe participation in Golf.
- K50:** Golf organisation and governance.
- K51:** Techniques you can use to help Golfers – particularly new Golfers and children – to feel welcome and at ease.
- K52:** Correct equipment and clothing for Golf and the purpose of checking this before a session. (See standard A22- K10)
- K53:** Ways of introducing the session to the Golfers – verbal instruction, use of questioning to introduce the activity, effective demonstrations, the timing and balance between the different methods. The purpose of the different methods.
- K54:** Methods of checking the Golfer's level of experience, ability and physical readiness to take part. – Using questions, mini tasks to check skill and physical level, using the warm-up to check physical ability, using a combined approach.
- K55:** How to ensure coaching is appropriate to all Golfers including those with a disability. (NOTE: physical, sensory or intellectual impairment)
- K56:** The purpose and range of warm-up activities appropriate for Golfers - time spent on the warm-up, using Golf to warm-up and other types of warm up activities.
- K57:** The purpose of explaining the planned activities to the Golfers – to clarify the aims of the session, to reinforce individual goals of the Golfer, to motivate, to check understanding.
- K58:** The importance of identifying the needs of Golfers with impairment. (NOTE: physical, sensory or intellectual impairment)
- K59:** How to gather and check information of the Golfers' abilities and interpret the implications.
- K60:** Bio-mechanical and ball flight laws.
- K61:** The purpose of the Golf swing and how to break the swing into components, of pre-swing (set-up), backswing and forward swing fundamentals.
- K62:** Principles of swing mechanics for an extensive variety of shot types.
- K63:** Swing fundamentals in terms of their ball flight laws, (along with swing principles and preferences) and pre-swing factors and likely effects on swing fundamentals.
- K64:** How to use teaching aids and technological aids to assist the assessment of technique (i.e.; video assessment and/or computer enhanced assessment systems).
- K65:** How to detect patterns of errors, by use of round analysis charts and statistical results.

- K66:** Drills, activities and or games that are designed to teach or develop the skills of Golf should include impact drills, entering and outcome based performance tasks, posture drills, swing plane, release drills, on course modified games, e.g.; two-ball worst ball.
- K67:** Coaching methods which can include demonstration, facilitation, explanation, effective questioning, peer tutoring, feedback and refinement, setting appropriate activities, command and response.
- K68:** Coaching styles can include guided discovery, experiential learning, problem solving, directive.
- K69:** How to conduct effective Golf coaching for individuals and groups.
- K70:** The purpose of analysis of Golfers performance – Facilitate learning of the skill through – identification of strengths and weaknesses in the appropriate context, through feedback and reinforcement at the appropriate time, through encouraging the athlete to take control of decision making in the appropriate context.
- K71:** How to adapt the coaching session structure to the needs of Golfers with impairment.
- K72:** Techniques you can use to bring the coaching session to a successful conclusion.
- K73:** The purpose and value of the cool down and a range of cool down activities.
- K74:** Ways of receiving feedback from the Golfers.
- K75:** How to give feedback, good practice in feedback techniques – the ratio of positive to negative feedback and constructive feedback.
- K76:** Information about future sessions that can be provided to Golfers and why this is important.
- K77:** What to look for when checking equipment following use and the procedures you should follow for dealing with equipment.
- K78:** Duty of care in supervising the departure of Golfers, in particular children.
- K79:** The purpose of leaving the coaching environment in a suitable state for future use.
- K80:** Golf design & preparation.
- K81:** Playing conditions.
- K82:** Golf course design features.
- K83:** Static and dynamic fitting of golf equipment.

Teaching & Coaching - T&C 5

[P25 GolfStand]

Evaluate Golf Coaching

What this standard is about:

This standard is about monitoring and evaluating Golf coaching sessions, programmes and carrying out an evaluation which draws out lessons for future practice. Golf coaching is about trying to continuously improve the Golfer. This can be done through evaluating coaching sessions and programmes in an objective way.

Learning Outcomes: by the end of this standard the trainee will be able to:

L015 - Evaluate participant performance

Indicators of competence may include:

- Carry out Golfer evaluations at planned points incorporating the skills of Golf.
- Use planned evaluation methods.
- Involve Golfers in the review process.⁽¹⁾
- Review Golfer performance against their planned goals.⁽²⁾
- Measure and identify Golfer progress.⁽³⁾
- Use Golf related monitoring techniques in the evaluation of performance.
- Discuss the outcomes of your evaluation with the Golfers.⁽⁴⁾
- Agree how to progress or adapt Golfer goals.
- Record all aspects of your evaluation for future reference.⁽⁵⁾
- Convey an enthusiasm for Golf and for Golfers' continuous improvement and engagement.⁽⁶⁾
- Adapt coaching, motivational and leadership styles to the needs of the Golfers and other people.

Note: L015: numbers 1-6 applicable to a modified IPE Learning outcome

L016 - Evaluate Golf coaching sessions

Indicators of competence may include:

- Review all aspects of the planning and delivery of the coaching sessions.
- Review the outcomes of coaching sessions in the light of feedback from Golfers and other people involved in the session.
- Review sessions in terms of fun, enjoyment, motivation and how to gain feedback from golfers and support staff to aid the evaluation.
- Identify how closely the outcomes and feedback met the critical success factors for the sessions.
- Identify how effective the planned activities for the session were.
- Identify how effective your management of the sessions was, including health, safety and welfare issues.
- Identify ways in which future coaching session could be improved.
- Where possible, discuss your evaluation with an appropriate colleague and take account of their views.
- Record all aspects of your evaluation for future reference.

L017 - Monitor and **evaluate the Golf coaching process**

Indicators of competence may include:

- Collect and record relevant information at planned points throughout the programme incorporating the skills of Golf.
- Check to ensure the information is valid and reliable.
- Collate the information in a way that will help to analyse it.
- Provide information to other staff when they require it or when specialist advice is needed.
- Explain to the Golfers what the evaluation is for and how it fits into the coaching programme.
- Evaluate Golfer performance using safe and reliable methods relevant to programme goals.
- Encourage the Golfers to express their views on their progress.
- Base your review of Golfers' performance progress on their views, your information and any external factors.
- Give positive and timely feedback during the review.

L018 - Evaluate the Golf coaching programme

Indicators of competence may include:

- Choose the most appropriate way of evaluating the programme.
- Inform the Golfers and staff of the evaluation and encourage them to give their views.

- Analyse the information and feedback to evaluate: whether the programme met its goals - the content, structure, balance and processes of the programme - the availability and content of resources - own performance and behaviour and the performance and behaviour of Golfers and others.
- Treat confidential information appropriately.
- Record recommendations for improvement to future programmes.
- Adapt the Golf coaching programme.
- Identify goals and the components to goals along with the programme, with Golfers and staff.
- Identify and agree adaptations to goals and the programme with Golfers and staff.
- Introduce and communicate the changes in a way that is appropriate to the Golfers their needs and the staff involved.
- Amend your plans for the programme.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
	LO15, LO16, LO17 & LO18	LO15, LO16, LO17 & LO18	LO15, LO16, LO17 & LO18
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Participant goals, which may include: improved physical ability, improved mental ability, improved skills and techniques, improved tactical ability, fun and enjoyment, improved score performance, e.g.: Golf handicap.
- K2:** Monitoring techniques, which may include: handicap/score averages, round analysis, performance charting and carry distance profiling.
- K3:** Resources, which may include: facilities, equipment, materials and finance.
- K4:** How to evaluate Golf coaching for individuals and groups.

- K5:** The use of performance analysis techniques to assess, monitor and evaluate the effectiveness of coaching interventions in bringing about change and transfer to athlete and/or coach behaviour for performance improvement.
- K6:** The role of the coach in attempting to continuously improve Golfers' performance.
- K7:** The importance of evaluation and continuing professional development to the coaching process.
- K8:** Aspects of personal coaching practice that should be evaluated.
- K9:** Information that should be used for the evaluation and how to obtain it.
- K10:** How to carry out evaluations.
- K11:** How to identify key lessons from the evaluation and how to make use of these in the future.
- K12:** The importance of discussing the outcomes of an evaluation with a colleague.
- K13:** How and why evaluations should be recorded.
- K14:** The types of evaluation processes available including sport specific designed performance testing, use of questioning, observation, physical resources including video and notational analysis.
- K15:** How and when to evaluate and the procedures/criteria to follow that will meet the individuals aims and goals and maintain consistency throughout the analysis.
- K16:** How to record the evaluation and create an action plan from the findings.
- K17:** How to encourage the Golfer to use self-evaluation when appropriate.
- K18:** How to measure the quality of the coaching experience and Golfer development.
- K19:** How to use information taken from evaluations to improve the programme/session.
- K20:** How to gain feedback from Golfers and support staff to aid the evaluation.

Teaching & Coaching - T&C 6

[P31 GolfStand]

Develop and maintain effective working relationships with Golfers

What this standard is about:

It is important to develop and maintain an effective working relationship with Golfers who are being coached. The relationship should be motivational and promote enjoyment for the Golfer.

Learning Outcomes: by the end of this standard the trainee will be able to:

L019 - Evaluate participant engagement

Indicators of competence may include:

- Establish a positive and goal orientated relationship with Golfers.
- Ensure fun and enjoyment in the Golf setting.
- Take account of equality and diversity in working relationships.

L020 - Communicate effectively with Golfers and other people

Indicators of competence may include:

- Give Golfers and other people appropriate time, attention and support.
- Provide Golfers and others involved in the session or programme with clear information on the ground rules for behaviour and deal with inappropriate behaviour of Golfers.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
	LO19 & LO20	LO19 & LO20	LO19 & LO20
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** How to identify issues of equal opportunities and practice that do not discriminate against people.
- K2:** How to deal with possible barriers to Golfer development including delivery methods, coaching styles, lack of support for people with particular needs, lack of facilities.
- K3:** Awareness of coaching and the legal requirements in terms of negligence, child protection and equity issues.
- K4:** How working relationships can contribute to the coaching process.
- K5:** The importance of effective communication to coaching.
- K6:** The types of communication necessary to establish a working relationship with Golfers and other people – the use of verbal and non-verbal communication, effective questioning technique and listening skills.
- K7:** How to promote fun and enjoyment in playing Golf.
- K8:** How to behave when working with Golfers and others and the types of coach behaviour that would be considered inappropriate.
- K9:** The ground rules for behaviour and purpose of these rules – to create a productive coaching environment, to inform the Golfers of the boundaries, to minimise disruption in the session and the likelihood of injuries.
- K10:** How to deal with inappropriate behaviour.

Teaching & Coaching - T&C 7

[R33 GolfStand]

Assist Golfers to prevent and manage injury

What this standard is about:

This standard is about injury prevention and management. Injury prevention and management can be an important component of a Golf coaching programme. To be effective, injury prevention and management has to be properly integrated into the Golfers' coaching programme.

Learning Outcomes: by the end of this standard the trainee will be able to:

L021 - Assist Golfers to minimise the risk of injury

Indicators of competence may include:

- Analyse the Golfers' current risk of injury in relation to their level of development, previous history and the demands of Golf.
- Select and plan activities, information and advice that will help the Golfers minimise the risk of injury.
- Where necessary, seek the support of other specialist staff such as medical staff, other coaches or sports scientists.
- Ensure that their strategy for injury prevention effectively supports and integrates with other programme components.
- Provide planned Golf activities, information and advice to minimise the risk of injury.

L022 - Assist Golfers to manage and recover from injury

Indicators of competence may include:

- Work with the Golfer and specialist staff to evaluate the nature of the injury and its physical implications for performance and rehabilitation.
- Work with the Golfer and specialist staff to devise a strategy to assist the Golfer to manage and recover from injury.
- Ensure the strategy is effectively integrated into the overall Golf coaching programme.
- Provide and support agreed activities that will assist the Golfer to manage and recover from the injury.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO21 & LO22	LO21	LO21 & LO22	LO21 & LO22
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

K1: Definitions of terminology in injury prevention and management.

K2: Basic understanding of difference in body tissues:

- skin
- bone
- muscles and joints
- vascularity and innervations

K3: Considerations for injury prevention and management:

- growing Golfers
- gender
- disability or impairment
- stretching
- warm-up and cool down
- relevance to injury prevention and management
- differentiating between stretching and warm-up

K4: Golf specific factors, the common causes and types of injury in Golf.

K5: Aetiology (cause of injury):

- traumatic and overuse
- secondary or compensatory injury
- poor management of a previous acute injury
- not fully regaining the parameters of fitness
- poor re-education of proprioception
- muscle fibres atrophy at varying rates
- body type and growth spurts
- fatigue
- inappropriate or poor training methods, equipment, training and competition facilities, technique, skill level • muscle imbalance – core stability, agonist, antagonist ratios
- postural defects – congenital and acquired
- foot posture and footwear
- unsuitable environmental conditions

K6: Parameters (components) of fitness:

- flexibility – joint, muscle, role of stretching
- endurance – aerobic, local muscle
- strength
- speed and power
- skill – co-ordination and balance
- their roles in injury management

K7: Psychology of injury:

- reaction of the injured Golfer, coach, team mates and support staff
- providing support

K8: Developing measures for injury prevention:

- generic and sports specific
- monitoring injuries – individual and group related to – the aetiology of the injury, parameters of fitness

K9: Factors to consider when a Golfer is returning to differing levels of training and competition:

- weights
- contact
- skills and drills
- types of training surface

K10: Importance of the coach and other support staff in injury prevention and management:

- coaching practices
- integrating injured Golfers into training, including presenting information modifying training to cater for injured and fully fit Golfers
- adjusting techniques and intensities according to Golfer feedback
- role of other support staff
- co-ordinated interdisciplinary approach to injury prevention and management

Teaching & Coaching - T&C 8

[P33 GolfStand]

Manage and develop Golf coaching practice

What this standard is about:

This standard is about continuously developing practice as a Golf coach and helping to develop others. Coaching is about trying to continuously improve the athlete/ performer. This will only work if coaches themselves continuously strive to improve their own practice. This can be done through evaluating their work in an objective way and through taking part in coach education activities that aim to enhance their practice.

Learning Outcomes: by the end of this standard the trainee will be able to:

L023 - Evaluate previous coaching sessions and feedback against current Golf coaching practice

Indicators of competence may include:

- Review evaluations of previous coaching sessions and feedback from relevant colleagues.
- Keep up to date with developments in Golf and current Golf coaching practice.

L024 - Reflect on current Golf coaching practice, identify areas to further develop, prepare a personal action plan and take part in such development activities

Indicators of competence may include:

- Identify and record a personal action plan that will help to develop coaching practice in these areas.
- Take part in development activities as part of a personal action plan.
- Review progress in developing coaching practice and update personal action plan accordingly.

L025 - Review the regulations and requirements for participants in Golf in relation to, the local Golf facility and the wider ruling authorities

Indicators of competence may include:

- Understand the role of the national Golf federation, PGA and other Golf organisations and the relationship with them.
- Keep up to date with developments in ethics, regulations and requirements for Golf. Regulations and requirements could cover rules of Golf, etiquette, eligibility and entry of people, clothing and appearance, equipment and facilities, accessibility of opportunities, Golfer responsibility, meeting deadlines, safety, competition rules, disciplinary procedures, appeals procedures.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO25		LO23, LO24 & LO25	LO23 & LO24
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** How to access information on developments in Golf and current Golf coaching practice.
- K2:** How to identify areas to develop Golf coaching practice further.
- K3:** The importance of having a personal action plan for their development and regularly reviewing and updating it.
- K4:** The purpose and importance of evaluation to coaching practice.
- K5:** The types of information that a coach needs to collect to evaluate coaching sessions.
- K6:** How to identify valid sources of feedback from Golfers and support staff to aid the evaluation.
- K7:** How to use a self-reflection processes – making self-assessment of skill level, identification of action to be taken, and methods of self-reflection.
- K8:** How to measure the quality of the coaching experience, Golfer development, and quality assurance mechanisms used.
- K9:** How to use information taken from evaluations to improve future sessions.
- K10:** The types of development activities that are available to coaches and how to access these.



The Game
[TG]

The Game - TG 1

[B22 GolfStand]

Manage risk and ensure safety at a Golf event

What this standard is about:

This standard is about managing the risks associated with a Golf event and ensuring the safety of participants and others involved in the event. This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken.

Learning Outcomes: by the end of this standard the trainee will be able to:

L026 - Plan for the health and safety of Golf event participants, staff, spectators and others involved in the event

Indicators of competence may include:

- Have relevant and up to date health and safety information available.
- Follow the relevant health and safety requirements at all times.
- Check facilities, equipment and activities for health, safety and security issues.
- Remove the hazards that can be eliminated.
- Communicate information on risks and health and safety matters to the relevant people.
- Ensure for the provision of first aid treatment where necessary.
- Record all significant hazards, who is exposed, and any existing safety procedures.
- Report any unacceptable risks following legal and organisational requirements.

L027 - Assist in the management of a Golf event, with specific responsibility for participants, staff, spectators and others involved in the event

Indicators of competence may include:

- Continue to monitor for new hazards and assess their risk on an ongoing basis.
- Deal effectively with incidents.
- Deal effectively with injuries or illness of participants or others.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO26	LO27	LO26 & LO27	LO26 & LO27
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Health, safety and security checks which should be carried out at a Golf event.
- K2:** How to check the readiness of facilities and personnel.
- K3:** How to carry out basic risk assessments.
- K4:** The types of hazards that are likely to occur at a Golf event and the accidents and injuries they could cause.
- K5:** Documents relating to health and safety that may have to be completed.
- K6:** How to encourage your colleagues and participants in the Golf event to behave in a safe manner.
- K7:** Organisational health, safety and security procedures and policies.
- K8:** Principles of the duty of care.
- K9:** The possible impact of weather on health and safety during a Golf event.
- K10:** The importance of safety procedures to manage risks.
- K11:** The types of incidents and emergencies which could occur and how to deal with these.

- K12:** How to ensure that other team members respond effectively to incidents and emergencies.
- K13:** How to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance.
- K14:** How to record and report incidents and emergencies.

The Game - TG 2

[B23 GolfStand]

Manage the format and results of a Golf event

What this standard is about:

This standard covers the knowledge and skills required to manage the format and results of Golf events according to guidelines and requirements of the relevant local, national or international organisation.

Learning Outcomes: by the end of this standard the trainee will be able to:

L028 - Prepare criteria for participation in a Golf event

Indicators of competence may include:

- Determine eligibility of participants according to the rules of Golf, national or local rules and event entry criteria.

L029 - Plan and implement the format for a specified competition or event

Indicators of competence may include:

- Identify alternative completion formats in terms of suitability for the specified Golf event.
- Select a competition format that meets the objectives of the Golf event and the requirements of the national body and individual host facility.
- Prepare a draw/timesheet and distribute to all individuals.
- Make alterations to the local rules in conjunction with the event committee and advertise appropriately to all individuals.

L030 - Record and process the results of a specified competition

Indicators of competence may include:

- Process results as directed by the Event Committee.
- Communicate results to all individuals within the timeframe specified by the event committee.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO28, LO29 & LO30		LO28, LO29 & LO30	LO28, LO29 & LO30
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Typical competition formats including stableford, stroke/medal play, four-ball, bogey, scramble, pro-ams, match play.
- K2:** Individuals involved in a Golf event commonly include competitors, coaches, officials, media, representatives from organising body.
- K3:** Modification guidelines for Golf events to include entries, cancellations, late withdrawals and postponements.
- K4:** The handicapping system to effectively manage the format of events.
- K5:** Scoring methods for a range of competitions.
- K6:** Competition guidelines to effectively manage the format of events.
- K7:** Recording procedures to effectively and accurately record results.
- K8:** Communication to ensure information is given and received correctly and understood by all relevant persons.
- K9:** Interpersonal skills to develop rapport with participants, officials, media and other relevant persons.

The Game - TG 3

[B23 GolfStand]

Interpret and apply the rules in a Golf event

What this standard is about:

This unit covers the knowledge and skills required to successfully interpret and apply the rules of golf during a Golf event.

Learning Outcomes: by the end of this standard the trainee will be able to:

L031 - Observe and **critique** play

Indicators of competence may include:

- Observe players and officials to see that the game is conducted in accordance with the rules and etiquette of Golf including local rules.
- Identify any breaches of rules and regulations by players and report to event committee.

L032 - **Interpret** and apply rules and etiquette in accord with the spirit of the game

Indicators of competence may include:

- Ensure the interpretation of rules or regulations is consistent with the rules and etiquette of Golf. ⁽¹⁾
- Make accurate and consistent decisions based on impartiality, participant safety and the spirit of the rules. ⁽²⁾
- Communicate the decisions in accordance with the prescribed procedures for officiating in Golf.
- Ensure marking of players cards in accordance with the rules and etiquette of Golf. ⁽³⁾

Note: L014: numbers 1-3 applicable to a modified IPE Learning outcome

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
		LO31 & LO32	LO31 & LO32
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Rules of Golf, local rules and event rules.
- K2:** Golf etiquette including: pace of play, tips to avoid slow play, safety, consideration, course priority, bunker care, replacement and repair of turf, green care, use of Golf carts, practice swings, non-metal spikes, dress, mobile phone use, general behaviour and situations to avoid.
- K3:** How to apply local rules, competition conditions and temporary local rules used in open events.
- K4:** Marking the course.
- K5:** Duties of rules officials/referees including the delivery of rulings and slow play procedure.
- K6:** Terminology of course, score and handicap.
- K7:** The Golf handicap system.
- K8:** Golf game formats: Stroke play, Match play, Four-ball best ball, Foursomes and Mixed Foursomes.

The Game - TG 4

[C35 GolfStand]

Ensure the health, safety, welfare and security of customers and staff

What this standard is about:

This standard is about promoting and maintaining a culture of health, safety and security in Golf for both customers and staff. The checking of facilities and other resources, along with assessing risks for the protection of vulnerable participants will be covered in detail as will how to operate an effective health and safety plan.

Learning Outcomes: by the end of this standard the trainee will be able to:

L033 - Identify hazards and assess risks to health, safety and security

Indicators of competence may include:

- Check facilities, equipment and activities for health, safety and security issues.
- Gather information from all relevant people about possible hazards.
- Record all significant hazards, who is exposed, and any existing safety procedures.
- Assess the risks associated with these hazards and whether these risks are acceptable according to legal and organisational requirements.
- Consult an appropriate person when assessing the risks are beyond your level of competence.
- Report any unacceptable risks following legal and organisational requirements.
- Continue to monitor for new hazards and assess risks on an ongoing basis.

L034 - Contribute to developing and maintaining normal and emergency operating procedures

Indicators of competence may include:

- Put in place the procedures to keep risks to an acceptable level.
- Make sure these procedures are consistent with legal and organisational requirements.
- Give relevant people the information they need about procedures and encourage and motivate them to follow these procedures.
- Intervene effectively when procedures are not being followed.
- Continue to review and adapt procedures when necessary.
- Gather feedback from relevant people on how well procedures are working.
- Use this feedback to improve procedures.

LO35 - Contribute to maintaining and improving procedures for the protection of vulnerable participants

Indicators of competence may include:

- Carry out responsibilities for the protection of vulnerable participants according to organisational and legal requirements.
- Give relevant people the information they need about policies and procedures and encourage/motivate them to follow these.
- Intervene when policies and procedures are not being followed.
- Encourage relevant people to report any suspicions they have about possible abuse.
- Follow the correct procedures when there are suspicions of possible abuse.
- Protect, and encourage others to protect, confidential information.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO33, LO34 & LO35		LO33, LO34 & LO35	LO33, LO34 & LO35
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Relevant people involved in ensuring the health, safety, security and welfare of customers and staff: colleagues and team members, participants, clients, facility owners.
- K2:** Types of hazard in the Golf facility to health, to safety, to security.
- K3:** Procedures in use in the Golf facility: normal operating procedures, emergency operating procedures.
- K4:** Types of risk in the Golf facility to health, to safety, to security.

- K5:** Types of abuse: physical, neglect, emotional, sexual, bullying.
- K6:** The key requirements of health and safety legislation that affect your area of work.
- K7:** Your organisation's health, safety, security procedures and policies.
- K8:** Principles of the duty of care.
- K9:** Definition of 'health' as it covers emotional/psychological health.
- K10:** Equipment manufacturers' guidelines, as appropriate to your work.
- K11:** National governing body guidance relating to activities, where appropriate to your work.
- K12:** Knowledge of relevant operating procedures regarding health and safety.
- K13:** The possible impact of weather on health and safety in your area of responsibility.
- K14:** How to exercise authority and leadership in potentially hazardous situations.
- K15:** The types of untoward incidents (including 'near misses') relating to activities, participant and staff behaviour and environmental damage, which may occur and why they should be reported.
- K16:** The importance of identifying hazards and assessing risks.
- K17:** The importance of involving as many relevant people as possible in identifying hazards and assessing risks.
- K18:** The information which needs to be collected to make an effective risk assessment and how to collect, evaluate and record such information.
- K19:** The types of hazards which are likely to be present in your area of responsibility.
- K20:** How to identify existing hazards and controls.
- K21:** What are risk acceptance criteria and how to determine these.
- K22:** How to assess risks.

- K23:** How to determine when risks are unacceptable according to organisational, local and national requirements.
- K24:** Own technical limitations when assessing risks and who are the competent specialists who need to be consulted when a risk or hazard is beyond own limitations.
- K25:** The importance of continuing to monitor for new hazards and assess the risks presented by these.
- K26:** The importance of safety procedures to manage risks in own area of responsibility.
- K27:** Why it is important to involve as many people as possible in developing such safety procedures and how to do so.
- K28:** How to develop safety procedures which are consistent with a risk assessment.
- K29:** The circumstances in which appropriate authorities would have to be informed about lack of effective risk management.
- K30:** Who are the appropriate authorities and how to inform them.
- K31:** Effective methods of promoting safety to participants and staff.
- K32:** How to make sure participants and staff know and adhere to the relevant safety requirements.
- K33:** Why participants and colleagues should be encouraged to take responsibility for their own safety.
- K34:** The importance of reviewing and adapting procedures on an ongoing basis.
- K35:** The importance of monitoring the implementation of safety procedures and of intervening promptly when these are not being followed.
- K36:** Why participants and staff should be actively encouraged to provide feedback on risks, hazards and ground rules.
- K37:** How to encourage such feedback effectively.
- K38:** How to use participant and staff feedback to improve ground rules.
- K39:** The types of incidents and emergencies which are likely to occur and how to deal with these.
- K40:** How to ensure that other team members respond effectively to incidents and emergencies.

- K41:** How to decide what type of assistance is appropriate to the incident and emergency and how to summon such assistance.
- K42:** Information which the people providing assistance will need to know.
- K43:** Own level of competence and responsibility in relation to an emergency or incident.
- K44:** How to record and report incidents and emergencies.
- K45:** The importance of effective protection for vulnerable participants.
- K46:** Who are vulnerable participants.
- K47:** Key requirements of legislation for child protection.
- K48:** Other types of vulnerable people who may need similar protection and legal requirements in relation to these.
- K49:** Your organisation's policies and procedures for the protection of vulnerable participants and your responsibilities.
- K50:** The main risks to children and other vulnerable people and procedures – for example Criminal Record Bureau checks – that must be used to ensure protection.
- K51:** The importance of checking that protection procedures are being followed and how to do so.
- K52:** How to respond when there are suspicions of abuse according to organisational and legal requirements.
- K53:** Why it is important to collect, assess and share information about possible abuse.
- K54:** Reporting procedures relating to abuse.
- K55:** Types of support that you or your colleagues may need and how to access such support.
- K56:** The rules and guidelines covering the confidentiality of information relating to abuse.

The Game - TG 5

[CS3 GolfStand]

Assist with growing the membership of the Golf business

What this standard is about:

Golf facilities often rely on their membership to develop and sustain themselves and the sport of Golf. It is important that Golf organisations have clear and effective strategies for recruitment and retention and that the membership is regulated in-line with organisational and legal requirements. Strategies for recruitment and retention will be explored, as will monitoring and responding to patterns of recruitment and reasons for leaving.

Learning Outcomes: by the end of this standard the trainee will be able to:

L036 - Promote the key benefits of being involved in Golf

Indicators of competence may include:

- Identify key messages for the target groups identified.
- Ensure these messages effectively promote the benefits of taking part in your sport.
- Ensure the development of resources that convey these key messages in a way that is likely to motivate potential members.
- Involve key stakeholders in the development of resources.
- Ensure that your resources provide information on how to contact and join local Golf organisations.
- Identify and implement the most effective methods of using resources to attract identified target groups.
- Ensure promotional methods are legal and ethical.
- Monitor, adjust and evaluate the effectiveness of the resources.

L037 - Prepare and monitor membership systems

Indicators of competence may include:

- Ensure there are systems in place for recruitment of members and the recording of membership.
- Ensure these systems conform with legal and organisational requirements.
- Ensure that membership is audited regularly, recorded and summarised.
- Ensure that membership conforms to legal and organisational requirements.

LO38 - Research, monitor and respond to patterns of recruitment and leaving

Indicators of competence may include:

- Monitor patterns of recruitment and leaving, and identify patterns and trends.
- Report on patterns and trends to key decision makers in your organisation.
- Develop and implement strategies to recruit and retain members.
- Generate leads in accordance with documented policies and procedures.
- Schedule and carry out introductory meetings with potential clients, establish and record their needs on a client profile form.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO36, LO37 & LO38		LO36, LO37 & LO38	LO36, LO37 & LO38
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The importance and impact of national trends, sport participation rates, demographics, prevailing economic and social factors and motivations to play Golf, on the recruitment and retention of members.
- K2:** The importance of Golf organisations maintaining and developing their membership.
- K3:** Policies and procedures relating to the recruitment and retention of members.
- K4:** Legal requirements relating to the recruitment and retention of members, including those for safeguarding children and young people.

- K5:** How to develop a strategy for recruitment and retention.
- K6:** How to select target groups for recruitment and retention strategy.
- K7:** How to carry out a strengths, weaknesses, opportunities and threats analysis to develop your strategy.
- K8:** How to identify key performance measures for your strategy and why evaluation is important.
- K9:** How to identify the objectives, actions and resources needed for your strategy.
- K10:** The importance of having stakeholder buy-in for the strategy and how to obtain this.
- K11:** How to identify and check key messages which will be attractive to the target groups you have identified.
- K12:** How to develop resources to support a promotional strategy involving key partners and other sources of expert advice as support which can be drawn on.
- K13:** Legal and ethical requirements relating to information about members.
- K14:** How to develop systems for recruitment and the recording of membership.
- K15:** Legal requirements relating to information about members.
- K16:** Why it is important to regularly audit your membership and apply procedures for safeguarding children and young people.
- K17:** Golf organisation policies which are relevant to membership, including those for safeguarding children and young people.
- K18:** How to monitor and identify patterns of recruitment and leaving.
- K19:** Monitoring the effectiveness of recruitment strategies / campaigns.
- K20:** How to respond to patterns of recruitment and leaving.
- K21:** The types of local factors that affect recruitment and retention.



The Industry
[TI]

The Industry - TI 1

[C2 GolfStand]

Assist with implementing strategy for Golf operations

What this standard is about:

This standard is about helping the Golf business to effect change through the implementation of strategic plans. Many people who work in the Golf sector will be responsible for implementing plans, managing resources and managing work in their area of the Golf business to support of the overall strategy and direction of the Golf business.

Learning Outcomes: by the end of this standard the trainee will be able to:

L039 - Monitor the internal & external environments, **identify** key issues, opportunities and threats

Indicators of competence may include:

- Achieve planned outcomes with available resources.
- Monitor the internal environment to identify key issues relevant to their area of responsibility and those of colleagues.
- Monitor the external environment to identify potential opportunities and threats relevant to strategic management in their area of responsibility.

L040 - **Contribute** to strategic planning and decision making relevant to their area of responsibility and provide reports to relevant stakeholders

Indicators of competence may include:

- Work with colleagues and stakeholders to design SMART targets and key performance indicators for the effective evaluation of the strategy and its implementation.
- Provide stakeholders with timely and accurate progress reports appropriate to their needs.
- Identify changes in the internal and external environments and make strategic changes accordingly within your area of responsibility.
- Report outcomes to colleagues and contribute to ongoing strategic review processes.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO39 & LO40		LO39 & LO40	LO39 & LO40
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The meaning and significance of strategic management.
- K2:** The differences between strategy and policy.
- K3:** How to contribute to strategic planning and decision making.
- K4:** The importance of continuing professional development of self and others in relation to strategic management.
- K5:** The role of strategy in achieving organisational outcomes in Golf.
- K6:** The importance of strategic planning in the development of staff and volunteers.
- K7:** The dynamic nature of Golf as an industry.

The Industry - TI 2

[C24 GolfStand]

Develop productive working relationships with colleagues

What this standard is about:

This standard is about developing working relationships with colleagues, from within the Golf business and from other organisations, that are productive in terms of supporting and delivering work for the whole organisation. ‘Colleagues’ are people that you are expected to work with. The standard is concerned with how to gain and foster trust and respect and also how to deal with difficult situations and conflicts along with the rules, regulations, standards and codes of practice of the work environment.

Learning Outcomes: by the end of this standard the trainee will be able to:

L041 - Demonstrate ability to create trust between colleagues

Indicators of competence may include:

- Collect, analyse and take account of the views and needs of all relevant people involved in developing the plan including Golfers, coaches, administrators and the local community.
- Establish working relationships with all colleagues who are relevant to the work being carried out.
- Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions.
- Create an environment of trust and mutual respect.

L042 - Interpret difficult situations and conflicts of interest

Indicators of competence may include:

- Understand difficult situations and issues from colleague’s perspective and provide support, where necessary, to move things forward.
- Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to work being carried out.

LO43 - Practice good working relationships with colleagues

Indicators of competence may include:

- Fulfil agreements made with colleagues.
- Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.
- Exchange information and resources with colleagues to make sure that all parties can work effectively.

LO44 - Explain the rules, regulations, standards and codes of practice of the working environment

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO41, LO42, LO43 & LO44		LO41, LO42, LO43 & LO44	LO41, LO42, LO43 & LO44
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The benefits of developing productive working relationships with colleagues.
- K2:** The importance of creating an environment of trust and mutual respect.
- K3:** The importance of understanding difficult situations and issues from colleague's perspective and providing support, where necessary, to move things forward.
- K4:** Principles of effective communication and how to apply them in order to communicate effectively with colleagues.

- K5:** How to identify disagreements with colleagues and the techniques for sorting them out.
- K6:** How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.
- K7:** The importance of exchanging information and resources with colleagues.
- K8:** Regulations and codes of practice that apply in the industry or sector.
- K9:** Standards of behaviour and performance from colleagues.
- K10:** Working culture of the industry or sector.
- K11:** Current and future work being carried out.
- K12:** Colleagues who are relevant to the work being carried out, their work roles and responsibilities.
- K13:** Processes within the organisation for making decisions.
- K14:** The organisation's values and culture.
- K15:** Standards of behaviour and performance expected in the organisation.

The Industry - TI 3

[C36 GolfStand]

Support the efficient use of resources

What this standard is about:

This standard is about managing the resources for which you are responsible. These resources can be financial resources in the form of a budget or physical resources such as equipment and consumables. It covers recommending the resources you and your team need to meet their objectives. It also covers monitoring and controlling the way in which resources are used.

Learning Outcomes: by the end of this standard the trainee will be able to:

L045 - Propose recommendations for the use of resources

Indicators of competence may include:

- Give relevant people the opportunity to provide information on the resources the team needs.
- Make recommendations for the use of resources that take account of relevant past experience.
- Demonstrate effective communication.

L046 - Contribute to the control of resources

Indicators of competence may include:

- Give relevant people opportunities to take responsibility for the efficient use of resources.
- Monitor the use of resources under your control at appropriate intervals.
- Make sure the use of resources by the team is efficient and takes into account the potential impact on the environment.
- Monitor the quality of resources continuously and ensure consistency in product and service delivery.
- Identify problems with resources promptly, and make recommendations for corrective action to the relevant people as soon as possible.
- Make recommendations for improving the use of resources to relevant people in an appropriate and timely manner.
- Make sure that records relating to the use of resources are complete, accurate and available to authorised people only.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO45 & LO46		LO45 & LO46	LO45 & LO46
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Identify relevant people involved in using resources in the Golf business: team members, colleagues working at the same level, higher level managers or supervisors.
- K2:** How to communicate effectively with team members, colleagues and line managers.
- K3:** Organisational procedures for making recommendations on the use of resources.
- K4:** The trends and developments which may influence the future use of resources and how to plan for these.
- K5:** The problems which may occur with resources and how you can deal with these.
- K6:** The importance of effective management of resources to organisational performance.
- K7:** The principles underpinning the effective and efficient management of resources.
- K8:** The importance of keeping accurate records on the use of resources.
- K9:** How to monitor and control the use of resources to maximise efficiency, whilst maintaining the quality of products and services.
- K10:** How to analyse the past use of resources, and utilise the results to make recommendations on more effective use of resources in the future.

The Industry - TI 4

[C41 GolfStand]

Manage a project

What this standard is about:

This standard is about managing a project. This involves developing and agreeing a plan for the project and monitoring and controlling implementation of and changes to the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of all key stakeholders.

Learning Outcomes: by the end of this standard the trainee will be able to:

L047 - Agree objectives with stakeholders and sponsors, prepare a project **plan** and identify the key objectives

Indicators of competence may include:

- Discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsor/s and any key stakeholders.
- Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.
- Develop, in consultation with relevant people, a realistic and thorough plan for undertaking the project and achieving the key objectives.
- Discuss and agree the project plan with the project sponsor/s and any key stakeholders, making changes where necessary.

L048 - Implement the plan

Indicators of competence may include:

- Brief any project team members on the project plan and their roles and responsibilities, provide ongoing support, encouragement and information.
- Implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress.
- Communicate progress to the project sponsor/s, any key stakeholders and any project team members on a regular basis.

LO49 - Evaluate the success of the project

Indicators of competence may include:

- Achieve project objectives using the agreed level of resources.
- Confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders.
- Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO47, LO48 & LO49		LO47, LO48 & LO49	LO47 , LO48 & LO49
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The fundamental characteristics of projects as opposed to routine management functions/activities.
- K2:** The role and key responsibilities of a project manager.
- K3:** Key stages in the project life cycle.
- K4:** The importance of the relationship between the project manager and the project sponsor/s and any key stakeholders.
- K5:** Why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsor/s and any key stakeholders before detailed planning commences.
- K6:** The type of information needed for effective project planning.

- K7:** Why it is important to consult with relevant people in developing a project plan and how to do so effectively.
- K8:** What should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsor/s and any key stakeholders.
- K9:** Why it is important that project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively.
- K10:** Ways of providing ongoing support, encouragement and information to any project team members.
- K11:** Ways of identifying and managing potential risks in relation to the project.
- K12:** The importance of contingency-planning and how to do so effectively.
- K13:** How to select from and apply a range of basic project management tools and techniques to monitor, control and review progress of the project.
- K14:** Effective ways of communicating with project sponsor/s and any key stakeholders during a project.
- K15:** The importance of agreeing changes to the project plan with the project sponsor/s and any key stakeholders.
- K16:** The type of changes that might need to be made to a project plan during implementation.
- K17:** Why it is important to confirm satisfactory completion of the project with the project sponsor/s and any key stakeholders and how to do so effectively.
- K18:** How to establish effective systems for evaluating the success of projects and identifying lessons for the future.
- K19:** The importance of recognising the contributions of project team members to the success of projects and different ways of doing so.
- K20:** Project management tools and techniques commonly used in the industry or sector.
- K21:** Risks and contingencies common to the industry/sector.
- K22:** The project sponsor/s – the individual or group for whom the project is being undertaken.
- K23:** Key stakeholders – the individuals or groups who have a vested interest in the success of the project and the organisation.

- K24:** The agreed key objectives and scope of the proposed project and the available resources.
- K25:** The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken.
- K26:** Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals.
- K27:** The agreed project plan.
- K28:** The roles and responsibilities of any project team members.
- K29:** Methods used for briefing, supporting, encouraging and providing information to any project team members.
- K30:** Specific project management tools and techniques used to monitor, control and review progress.

The Industry - TI 5

[CS1 GolfStand]

Build understanding of the market and customers of the Golf business

What this standard is about:

This standard is about making sure that relevant and reliable information about the Golf business' market and customers is constantly available and shared. The term 'customer' includes internal and external customers of the organisation or any part of the organisation that the manager is responsible for.

Learning Outcomes: by the end of this standard the trainee will be able to:

L050 - Recognise the market for products and services

Indicators of competence may include:

- Identify customers' current and future needs and expectations and predicted future demand levels.
- Identify the market for products and/or services and any market segments.

L051 - Interpret information on customers and competitors, the principles of cost benefit analysis and recognise the need for competitive advantage

Indicators of competence may include:

- Identify and assess current and future developments in your sector, including competitors' activities.
- Identify and assess opportunities to expand into new markets and for innovations that meet customers' needs.
- Identify the reasons why customers use products and/or services from your organisation rather than from your competitors.
- Identify and assess any threats to, and weaknesses in, your organisation's products and services.

L052 - Identify methods for gaining customer feedback and **analyse** and assess data, drawing conclusions

Indicators of competence may include:

- Make sure there is a shared understanding of your customers and your competitive position in the market across your organisation.
- Use information about customers and the market to help managers make decisions.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO50, LO51 & LO52		LO50, LO51 & LO52	LO50, LO51 & LO52
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Where to get information about customers and the market and the advantages and disadvantages of different sources.
- K2:** How to get information on competitors or similar organisations.
- K3:** How to assess sources of information about customers and the market to see how suitable they are to use.
- K4:** Sources of professional market research expertise.
- K5:** Methods of gaining customer feedback, and the costs and benefits associated with them.
- K6:** How to analyse, measure and assess data and turn it into information that is suitable for business purposes.
- K7:** The legislative and ethical restrictions relating to the collecting, storing and sharing of information.
- K8:** The principles of cost-benefit analysis.
- K9:** The principle that customers buy products and/or services for the benefits they give them
- K10:** The principle of trying to secure competitive advantage so that more customers will prefer the products and/or services of your organisation.

K11: The principles of market segmentation and why this is important.

K12: The sector and market in which the Golf business works.

K13: Sources of specific information about the market and about the customers.

K14: Products, services, technologies and processes within the Golf business.

K15: Opportunities for collecting existing and new information about the market and customers.

K16: The information about markets and customers that is available within the Golf business, and the systems that are used for collecting and storing the information.

The Industry - TI 6

[CSS GolfStand]

Sell Golf products or services face to face

What this standard is about:

This standard is about selling to customers face to face. Some contact with customers may be via telephone, e-mail or in writing but successful performance involves direct contact with customers. The standard aims to encourage sales performance in a number of areas but in particular after initial contact has been made with customers. The standard includes identifying customer's buying needs, promoting benefits and features of your organisation's products and services, responding to and resolving customer objections and agreeing mutually beneficial terms and conditions.

Learning Outcomes: by the end of this standard the trainee will be able to:

L053 - Analyse products against customer requirements and manage a range of customer behaviours

Indicators of competence may include:

- When approaching customers initiate positive and non threatening communication to build rapport.
- Identify customer requirements through the use of careful questioning and confirm them by summarising their buying needs and interests.
- Identify products or services which match customer's needs and confirm with customers that they are suitable.
- Interpret buying signals which are given by your customer and act on them to progress sales.
- Structure the face to face sales discussion effectively to include an overview of key features and benefits of products and services and give your customer the opportunity to fully discuss and assess them.

L054 - Complete closing the sale satisfactorily and establish competitive practices and follow up after sale

Indicators of competence may include:

- Give customers clear information and make proposals that meet their requirements.
- Close the sale by gaining the commitment of customers and complete the formalities of the sale following organisational procedures.

LO55 - Characterise the difference between pro and re-active selling

Indicators of competence may include:

- Provide customers with materials to support the promotion of products or services.
- Record, analyse and act on any area in which your product or service does not meet customer's requirements.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO53, LO54 & LO55	LO53 & LO54	LO53, LO54 & LO55	LO53, LO54 & LO55
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The sales cycle and how it helps team members to structure and progress their sales contact.
- K2:** The differences between proactive and reactive selling.
- K3:** Techniques that can be applied when selling in face to face situations, including cross-selling, up-selling and the sale of add ons.
- K4:** Verbal and non-verbal listening and questioning techniques suitable for selling in face to face situations.
- K5:** The differences between benefits and features and how to sell them effectively.
- K6:** How to involve your customer in reaching a solution to any sales problem.

- K7:** Methods for recording messages accurately and ensuring they are dealt with by appropriate people promptly.
- K8:** The range of behaviours displayed by customers and how to manage them constructively.
- K9:** How to overcome customers' objections sensitively and constructively and how to respond effectively to their queries.
- K10:** Effective methods for closing sales.
- K11:** How to evaluate and measure the success of face to face sales contacts.
- K12:** Legal, regulatory and ethical constraints relating to selling in the Golf industry.
- K13:** Competitive practices and activities.
- K14:** The structure of your organisation and its products or services.
- K15:** Organisational policies and procedures relating to your products and services.
- K16:** Your organisation's target market and all its significant features.
- K17:** Competitor activities, products and services and latest developments in your organisation's markets.
- K18:** Sales targets and limits of personal authority.
- K19:** Processes for recording customer call information and follow-up activities.
- K20:** Who to communicate with about important information relating to customer calls.
- K21:** Requirements for closing sales and securing orders.
- K22:** Customer feedback activities and how to channel the information effectively.
- K23:** Available literature and support materials for the selling process.
- K24:** Who to go to to secure effective sales support for customers.

The Industry - T17

[CS6 GolfStand]

Plan, market and sell services

What this standard is about:

Working on a freelance basis or in a context where it is expected to generate business requires more than just technical skills. An individual may have the highest quality services available, but unless prospective clients are aware of these and their value, neither they, nor the clients, will benefit. To be successful it is important to be able to plan and market services in an attractive way and be able to secure a sale with the client.

Learning Outcomes: by the end of this standard the trainee will be able to:

L056 - Plan, marketing and sales

Indicators of competence may include:

- Research the market for services.
- Identify existing and new trends in the Golf industry.
- Identify competitors and analyse their strengths and weaknesses.
- Identify the types of client who might be interested in particular services and the benefits they are looking for.
- Develop and cost services that will be attractive to potential clients.
- Set realistic and achievable marketing and sales targets within reasonable timescales.
- Decide how you are going to evaluate marketing and sales.

L057 - Market services

Indicators of competence may include:

- Identify the best ways to reach potential clients.
- Present services so that they are attractive to potential clients.
- Make sure potential clients hear about services and understand their value and benefits.
- Find ways of improving marketing and sales.

L058 - Sell services directly to clients

Indicators of competence may include:

- Identify client's needs and expectations.
- Suggest services that meet client's needs and expectations.
- Provide information about services and their benefits clearly, accurately and in a way that will motivate clients to take them up.
- Give clients a full opportunity to ask questions and discuss services and their benefits and if necessary, think about their decision.
- Identify buying signals from the client and use these to move the sale on.
- Offer and agree a service that meets the client's needs.
- Make sure the client is ready to commit themselves to the sale.
- Agree terms with the client and make sure they are satisfied with the sale.
- Make sure all relevant documents are completed.

L059 - Demonstrate appropriate follow up to marketing and client enquiries

Indicators of competence may include:

- Develop and keep up to date a client service management system.
- Keep in regular contact with existing clients and with those who have made enquiries.
- Provide them with information on new and existing services.
- Respond promptly and positively to further enquiries and make efforts to obtain new business.
- Follow all legal and organisational requirements for data protection.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO56, LO57, LO58 & LO59		LO56, LO57, LO58 & LO59	LO56, LO57, LO58 & LO59
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Why it is important to plan marketing and sales.
- K2:** Where they can find out information about the Golf market.
- K3:** How the market is segmented, by age, income, lifestyle and image, buying habits, occupation and social class, and the benefits that potential clients are looking for etc.
- K4:** How to assess the market for services: taking account for example, of the price of services, how to promote the service, customer needs and expectations, trends in the industry etc.
- K5:** How to identify competitors and their strengths and weaknesses.
- K6:** How to identify own strengths and weaknesses.
- K7:** How to develop services that address a ‘niche’ in the market.
- K8:** How to cost services and develop marketing and sales plans that take account of cash flow and tax considerations.
- K9:** The importance of testing proposed products and services with other people and how to do so.
- K10:** The importance of having realistic and achievable targets for marketing and sales.
- K11:** How to develop sales and marketing targets.
- K12:** The importance of being able to evaluate sales and marketing plans and how to develop ways of monitoring and evaluating marketing and sales.
- K13:** How to identify the best ways of reaching potential clients, for example by approaching likely clients directly, by using other staff to approach clients on your behalf, by advertising materials etc.
- K14:** The ‘image’ clients may have of the types of services you offer and how to develop an image that is both beneficial and unique to you.
- K15:** How to present services so that they and their benefits will be attractive to clients.

- K16:** Different ways to present services, for example by having leaflets printed, by preparing ‘scripts’ so that you or others can approach clients directly, by commissioning advertisements, by developing website materials.
- K17:** The importance of being proactive in marketing – making every effort to reach potential clients and convincing them of the value and benefits of services.
- K18:** The importance of constantly monitoring marketing and sales activities and outputs and finding ways to overcome problems and improve what you do.
- K19:** Methods of monitoring marketing and sales.
- K20:** The importance of being proactive in selling without giving the impression of ‘the hard sell’ and how to do so.
- K21:** Why it is important to correctly identify client’s needs and expectations.
- K22:** How to identify services that match or come close to client’s needs and expectations.
- K23:** The importance of having as much information, or sources of information, about services and their benefits.
- K24:** How to communicate about services and their benefits clearly and in a way that will motivate clients to take them up.
- K25:** The importance of being accurate in the information you provide – especially in relation to legal requirements covering trade descriptions and sale of goods.
- K26:** The importance of giving clients the opportunity to ask questions and discuss services and their benefits.
- K27:** The types of buying signals that a client might give that will help you to move the sale on and how to use these.
- K28:** The importance of being able to negotiate services that meet the client’s needs and how to negotiate a sale.
- K29:** How to confirm the client is ready to complete the sale without making them feel rushed and why this is an important stage.
- K30:** Why it is important to agree terms with the client and how to do so.

K31: The relevant documents that need to be completed and why these are important.

K32: The importance of keeping up to date information on marketing and client enquiries.

K33: The features of a client service management system and how to choose a method that is most appropriate.

K34: The legal and organisational requirements for data protection and how to ensure that you follow these.

The Industry - TI 8

[CS6 GolfStand]

Manage the achievement of customer satisfaction in the Golf business

What this standard is about:

This standard covers a broad range of general, operational and management responsibilities, all aimed at satisfying customers with the processes, products and/or services being delivered in the Golf business. The term ‘customer’ includes internal and external customers of the Golf organisation and could include members of a Golf facility.

Learning Outcomes: by the end of this standard the trainee will be able to:

L060 - Perform customer satisfaction monitoring and plan to improve customer satisfaction

Indicators of competence may include:

- Ensure that clear and effective sustainable processes are in place to support customers and sort out their problems.
- Develop a culture which nurtures, respects, values, recognises and rewards ‘front-line’ colleagues who work with customers.
- Demonstrate increasing levels of customer satisfaction with the organisation’s products and/or services and processes.

L061 - Understand best practice in customer service and **articulate** the difference between customer service and satisfaction

Indicators of competence may include:

- Establish and operate suitable sustainable processes for monitoring levels of customer satisfaction.
- Make recommendations and propose plans to improve the level of customer satisfaction.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO60 & LO61		LO60 & LO61	LO60 & LO61
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The difference between customer service and customer satisfaction.
- K2:** The factors that make customers satisfied.
- K3:** The importance of achieving customer satisfaction in a competitive environment or an environment where high levels of service are expected.
- K4:** Best practice in customer service.
- K5:** Types of customer survey and effective ways of collecting feedback.
- K6:** How to measure customer satisfaction.
- K7:** Techniques and reward strategies for motivating staff.
- K8:** How information and communications technology can support customer service and customer satisfaction.
- K9:** Sustainable process/systems design and management.
- K10:** Current and emerging trends that are likely to affect products and/or services.

- K11:** Developments in technology and how this will affect work with customers.
- K12:** The legal and regulatory framework within which the Golf business operates in, including customer and consumer rights, relevant codes of practice and ethical codes.
- K13:** The overall vision, objectives and associated plans of the Golf business and its values.
- K14:** The strengths and weaknesses of products and services in terms of customer satisfaction.
- K15:** Customer satisfaction survey, feedback and measuring methods.
- K16:** The activities and services of competitors or similar organisations and how this may affect products, services and processes.

The Industry - TI 9

[C62 GolfStand]

Work with others to improve customer service

What this standard is about:

Teamwork is a key component of delivering and improving customer service. The people involved in improving customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders. The delivery of excellent customer service involves communicating with other people and agreeing how to work together to give a more effective service. It is important to monitor own and the team's performance and adjust where necessary the way of doing things to improve customer service. This standard is about how to develop a relationship with others to improve customer service performance.

Learning Outcomes: by the end of this standard the trainee will be able to:

L062 - Develop and improve customer services by working with others

Indicators of competence may include:

- Contribute constructive ideas for improving customer service.
- Identify what has to be done to improve customer service and confirm this with others.
- Agree with others what they have to do to improve customer service.
- Co-operate with others to improve customer service.
- Make others aware of anything that may affect plans to improve customer service.

L063 - Analyse team performance when improving customer service

Indicators of competence may include:

- Discuss with others how teamwork affects customer service performance.
- Work with others to collect information on team customer service performance.
- Identify with others how customer service teamwork could be improved.
- Take action with others to improve customer service performance.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO62 & LO63		LO62 & LO63	LO62 & LO63
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Who else is involved either directly or indirectly in the delivery of customer service.
- K2:** The roles and responsibilities of others in the Golf business.
- K3:** The roles of others outside the Golf business who have an impact on services or products.
- K4:** What the goals or targets of the Golf business are in relation to customer service and how these are set.
- K5:** How the Golf business identifies improvements in customer service.

The Industry - TI 10

[C63 GolfStand]

Promote equality and diversity in the Golf business

What this standard is about:

Widening participation is a key objective in the delivery of sport and physical activity and this agenda is growing in importance in the Golf industry. This can only be achieved if service delivery proactively addresses the diverse needs of the community it serves and seeks to overcome issues of inequality and barriers to participation.

Learning Outcomes: by the end of this standard the trainee will be able to:

L064 - Identify issues of equality and diversity that impact on communities

Indicators of competence may include:

- Keep up-to-date with legal, professional and organisational requirements for equality and diversity in sport and physical activity.
- Collect, organise and analyse relevant information about the community which is served by the Golf business from appropriate people, this could be from within the organisation, other sports organisations, other non sports organisations or from the community.
- Identify issues within the community that are relevant to equality and diversity.
- Identify and compare community needs for Golf activities with current provision and participation rates.
- Identify and consult on inequalities and barriers to participation with appropriate people.
- Prioritise the inequalities and barriers to participation that can be addressed through services available at the Golf business.

L065 - Ensure and show that equality and diversity are integrated into the delivery of Golf services

Indicators of competence may include:

- Keep up to date with current good practice in addressing equality and diversity in sport and physical activity.
- Ensure that own and other staff interaction with customers shows the Golf organisation values diversity and equality.
- Make sure that words and behaviour from staff and customers that are inconsistent with equality and diversity are challenged.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO64 & LO65		LO64 & LO65	LO64 & LO65
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** Issues within the community that are relevant to equality and diversity, which could include demographics, ethnic mix, relationships within and between groups, social and economic issues, attitudes to sport and physical activity, religion and cultural issues.
- K2:** Typical inequalities and barriers to participation, which could include sex, race/culture/language, disability, religion, health, wealth, age, sexual orientation, access.
- K3:** Factors of service delivery which can be used as methods of overcoming barriers to participation, including: a range of and types of programmes/activities, facilities, location, access and equipment, appropriate staffing, marketing, communication and promotion, monitoring and evaluation of attendance.
- K4:** The current legal, professional and organisational requirements for equality and diversity in sport and physical activity.
- K5:** The effects of not promoting opportunities for equality and diversity.
- K6:** The diversity of people in the community and in own organisation.
- K7:** Why it is important to have accurate and up to date information on the community you are working with.
- K8:** The most common barriers to participation in the community you are working with.

- K9:** The importance of being innovative and trying new approaches to overcoming barriers to participation.
- K10:** The key aspects of service delivery that are important in overcoming barriers to participation.
- K11:** The key indicators which show that the Golf business values equality and diversity.
- K12:** Types of words and behaviour from staff and customers that are inconsistent with valuing equality and diversity and how to make sure these are challenged.
- K13:** The importance of monitoring and evaluating methods for overcoming barriers to participation.

The Industry - TI 11

[C63 GolfStand]

Manage own career in Golf

What this standard is about:

This standard is about managing professional development and learning opportunities in the Golf industry in order to achieve work objectives and career and personal goals. It is important to understand how work roles fit into the overall vision and objectives of Golf organisations whilst also understanding what drives people in terms of values and career and wider personal aspirations. Identifying and addressing gaps in skills, knowledge and understanding is an essential aspect of this standard.

Learning Outcomes: by the end of this standard the trainee will be able to:

L066 - Explain the need for a career development **plan and review** own performance by self reflection and through seeking feedback

Indicators of competence may include:

- Evaluate, at appropriate intervals, the current and future requirements of their work role.
- Get regular and useful feedback on performance from those who are in a good position to judge it.

L067 - **Identify** personal development activities which will move them along their intended career trajectory

Indicators of competence may include:

- Review own professional practice on a regular basis.
- Keep up to date with developments in the Golf industry.
- Consider own career goals.
- Identify areas where they need to develop their professional practice further.
- Develop a personal action plan that will help to improve professional practice and further their career.
- Discuss and agree the action plan with people they report to or other colleagues.

LO68 - Evaluate how to progress and develop performance

Indicators of competence may include:

- Take part in relevant development activities as part of personal action plan, including courses, reading, mentoring, conferences, seminars.
- Review progress in developing professional practice and career plan and update personal action plan accordingly.
- Ensure that performance consistently meets or goes beyond agreed requirements.
- Maintain membership of relevant professional body or association.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO66, LO67 & LO68		LO66, LO67 & LO68	LO66, LO67 & LO68
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The different job roles in the Golf industry and the education and experience required to access them.
- K2:** How often they should review their professional practice.
- K3:** How to access information on developments in the Golf industry.
- K4:** How to identify areas in which they need to develop their professional practice further.
- K5:** The importance of having a personal action plan for development.

- K6:** The types of development activities that are available and how to access these.
- K7:** The importance of regularly reviewing and updating their personal action plan.
- K8:** The principles which underpin professional development.
- K9:** The importance of considering values and career and personal goals and how to relate them to their work role and professional development.
- K10:** How to evaluate the current requirements of their work role and how the requirements may evolve in the future.
- K11:** How to evaluate performance against the requirements of their work role.
- K12:** How to identify and use good sources of feedback on performance.
- K13:** Requirements in the Golf industry and the relevant professional association for the development or maintenance of knowledge, skills and understanding and continuing professional development.
- K14:** The requirements for membership of the relevant professional body or association in Golf.

The Industry - TI 12

[C72 GolfStand]

Establish and manage own business in a Golf facility

What this standard is about:

This standard describes the competence required to research and develop an integrated business plan for achieving business goals and objectives, it applies to someone establishing a business linked to a Golf facility. This work is undertaken by individuals who operate a small business or work for themselves.

Learning Outcomes: by the end of this standard the trainee will be able to:

L069 - Identify elements of the business plan

Indicators of competence may include:

- Identify and review the purpose and essential components of a business plan.
- Identify and document business goals and objectives as a basis for measuring business performance.

L070 - Prepare the business plan

Indicators of competence may include:

- Research resources, legal and compliance requirements in accordance with business goals and objectives.
- Research market needs and market size and potential.
- Develop a financial plan and identify sources and costs of finance to provide required liquidity and profitability for the business.
- Develop marketing strategies and identify methods to promote the market exposure of the business.
- Define the products and services which you will offer to customers.
- Develop a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives.
- Identify staffing requirements to effectively deliver products and services.
- Determine the inputs for a small business in the Golf industry, to include contact hours, non-contact hours, appointment times, own training time (days and durations), number of working weeks per annum, stress levels, capital requirements, ongoing financial commitments (in the form of overheads and contingent liabilities).

L071 - Prepare strategies for minimising risks

Indicators of competence may include:

- Identify specific interests and objectives of relevant people and seek and confirm their support of the planned business direction.
- Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements.
- Develop contingency plan to address possible areas of non-conformance with the plan.
- Identify and plan for, occupational health and safety and duty of care responsibilities.
- Ensure an effective invoicing system.

L072 - Propose strategies to facilitate access to Golf facilities

Indicators of competence may include:

- Ensure access to Golf facilities as appropriate.
- Inform people in key roles in the Golf facility in terms of services and target market for referral.
- Be familiar with equipment, layout and policies at the Golf facility.

Recommended Methods of Assessment			
Written Examination	Practical Assessment	Oral Examination	Portfolio
LO69, LO70, LO71 & LO72		LO69, LO70, LO71 & LO72	LO69, LO70, LO71 & LO72
Written examinations may include either seen or unseen questions, multiple choice test, agreed theses or case studies.	Practical assessments are normally observed activities carried out against a clear criteria.	Oral examinations may include: a prepared presentation, an interview or verbal examination of a student's understanding.	A portfolio is a collection of evidence which may include diary / journal notes, log book entries, essays or reports. It may include clippings, photos and hyper links.

Suggested Curriculum Outline

To achieve the learning outcomes for this section it is advisable that the trainee should know and understand the following in the context of Golf:

- K1:** The range of products and services which can be offered by a small business in the Golf industry – e.g. coaching, equipment and sales.
- K2:** National legislative requirements relating to business operation.
- K3:** The business planning process.
- K4:** How to prepare a business plan.
- K5:** Principles of risk management relevant to business planning.
- K6:** How to set business goals and objectives.
- K7:** Types of business planning – feasibility studies; strategic, operational, financial and marketing planning.
- K8:** The different elements of a business plan.
- K9:** A range of business goals and objectives.
- K10:** Occupational health and safety issues.
- K11:** Elements of a financial plan.
- K12:** Marketing strategies.
- K13:** Production/operations plans.
- K14:** How to determine staffing requirements for the business.
- K15:** How to bring in and work with specialist services.
- K16:** Risk management strategies for business.